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ABSTRACT

To determine the status of the teaching of technical writing in two-year colleges, a survey was conducted of 1,202 two-year institutions in the 50 states. Questions concerned enrollment patterns, number of technical communication courses and teachers, number of years technical communication courses have been offered, prerequisites for courses offered, purpose of the courses, transferability of each, textbooks used, major units of study, and institutional priority of technical communication. Among the major findings were the following: (1) the major units of study were short reports; short papers of process, description, and classification; business correspondence; and job application materials; (2) 79% of the institutions had prerequisites for technical communication in English or in the student's major or in both; (3) 41% permitted technical communication to substitute for one or more required writing courses; (4) 8% of the total student enrollment was enrolled in technical communication; and (5) the most often used textbooks were those by Pickett/Laster, Lannon, and Houp/Pearsall. (HOD)

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TEACHING TECHNICAL COMMUNICATION IN THE TWO-YEAR COLLEGE: A STATUS REPORT

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To determine the status of the teaching of technical writing/communication in two-year colleges, we conducted a national survey beginning in May 1984. The results of the survey provide a base of information of current conditions and practices for immediate analysis and point to areas requiring further study.

METHODOLOGY

By using the Modern Language Association list of English department chairpersons at two-year colleges and the American Association of Community and Junior Colleges' DIRECTORY OF COMMUNITY, TECHNICAL AND JUNIOR COLLEGES (1984), we compiled a reasonably accurate and current list of 1202 two-year institutions in the fifty states. We sent questionnaires to all 1202 institutions and received information from 896 of them--a 74.5 percent response.

Of the 896 respondents, some 300 indicated that their institutions do not offer courses in technical communication. Additionally, several respondents wrote that they were not sure whether their courses in applied writing should be considered as courscs in technical communication.

We analyzed 565 usable survey responses, providing information about the make-up and the nature of technical communication courses and programs in those 565 two-year institutions across the nation.

Throughout our analysis of the survey responses, we organized the data according to the type of reporting institution: comprehensive community college, technical institute, or junior college with transfer emphasis.

As shown in Table 1, of the 565 respondents reporting at least one course in technical communication, 68 percent identified their institutions as comprehensive community colleges, 22 percent as technical institutes, and 10 percent as junior colleges with transfer emphasis.

ENROLLMENT

We wanted to find out the number of students enrolled in technical communication across the country, the enrollment of the reporting institutions, and the ratio of technical communication students to the student population. The findings are shown in Table 2. We referred to the DIRECTORY OF COMMUNITY, TECHNICAL AND JUNIOR COLLEGES to establish the full-time-equivalent enrollment of reporting institutions, which totaled 1,141,675. The 565 respondents reported a total of 91,795 students enrolled in technical communication, or 8 percent of the total student enrollment at reporting institutions.

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Comprehensive community colleges reported that 6.1 percent of their students were enrolled in technical communication, technical institutes reported an 18.4 percent of their college enrollment, and junior colleges a 6.4 percent of their college enrollment.

Thus, technical communication appears to have a significant number of students enrolled in nearly half of the two-year institutions in the United States.

NUMBER OF TECHNICAL COMMUNICATION COURSES AND TEACHERS

Among the survey questions were these: How many courses does your institution offer in technical communication? How many persons in your institution teach technical communication per year?

Table 3 shows that the averaged, overall number of technical communication courses per institution is 1.69, and that the averaged, overall number of teachers of technical communication per institution is 2.61.

Although most reporting institutions offer only one course in technical communication, those institutions that offer a certificate or associate degree program or both offer as many as eight or more courses in technical communication.

NUMBER OF YEARS TECHNICAL COMMUNICATION OFFERED

The number of years technical communication has been offered at responding institutions is shown in Table 4.

Some 80 percent of the institutions have been offering technical communication for only 15 or fewer years. This finding is not surprising in that most two-year institutions were founded in the 1960s and early 1970s. It is interesting to note the increasing emphasis on technical communication in junior colleges in the last few years.

PREREQUISITES

Respondents were asked to indicate whether there were prerequisites for technical communication courses and, if so, whether the prerequisites were in English or in the student's major or in both. As shown in Table 5, most respondents (71 percent) indicated English courses as prerequisites for technical communication. Thus, our findings support in part Leigh Henson's 1981 survey of ATTW members, in which he concluded that most institutions prefer that technical communication and freshman English be taught as separate courses ("A Note on the Status of Lower-division Technical Writing," THE TECHNICAL WRITING TEACHER 9 ((1984)): 89-93).

A small number (8 percent) indicated prerequisites in the student's major. However, a surprisingly large number (21 percent) indicated no prerequisites. The no-prerequisite condition is particularly significant because of the implications of the differences in course goals, objectives, assignments, and expectations in a technical communication course with no prerequisites, as compared with a course that has prerequisites in English or in the student's major or in both.

We conclude from these findings that the requirements and level of content in technical communication courses may vary greatly from one institution to another.

SUBSTITUTION OF TECHNICAL COMMUNICATION FOR REQUIRED WRITING

The survey asked whether the technical communication course(s) could substitute for one or more required writing courses at the responding institution. Although most (59 percent) replied negatively, as reflected in Table 6, a large number responded positively, indicating that technical communication could partially satisfy the institution's required writing courses, which typically are the sequence of traditional freshman composition courses.

An interesting variation in response occurred among the technical institute respondents, 78 percent of whom indicated that technical communication would not substitute for one or more required writing courses. Further research is needed to determine the reasons for this variation.

PURPOSE OF THE TECHNICAL COMMUNICATION COURSE

Respondents were asked to indicate the purpose of the technical communication course(s) in the curriculum at their institution: (1) service for the technical curriculum, (2) requirement for a major in technical communication, (3) elective for English majors. Since the course(s) may serve more than one purpose, there were more than 565 responses. As shown in Table 7, the largest number of responses (76.9 percent) was--as expected-- for service, indicating that the course(s) exist primarily to develop technical communication skills among students in their technical major.

Not surprising, technical institutes indicated that their technical communication courses are almost exclusively service courses for the technical curriculum. In contrast, community colleges and junior colleges have sizable percentages of English majors (17.4 percent and 19.2 percent, respectively) taking technical communication.

Programs in Technical Communication

We were particularly interested in the responses (57, or 8.3 percent of the total) concerning the course(s) as a requirement for a major in technical communication. To help determine how many of these 57 institutions offer technical communication programs--in contrast with simply courses--we obtained and reviewed the catalog from each institution and communicated with persons at several of the institutions. As a result of that secondary research, we determined that at least 23 of these institutions offer an associate degree or a certificate or both in technical communication. The institutions, grouped geographically, are as follows:

(d = degree, c = certificate, p = program implementation in progress)

East

- North Shore Community College, Beverly, MA (d)
- Herkimer County Community College, Herkimer, NY (d)
- Monroe Community College, Rochester, NY (d)
- Essex County College, Newark, NJ (d)

South

- Broward Community College, Fort Lauderdale, FL (c)

Midwest

University of Cincinnati, College of Applied Science, Cincinnati, OH (d)
Scott Community College, Bettendorf, IA (d)
Black Hawk College, Moline, IL (d)
College of Lake County, Grayslake, IL (d, c)
Rock Valley College, Rockford, IL (d, c)
Forest Park Campus, St. Louis Community College, St. Louis, MO (c)
Meramec Campus, St. Louis Community College, Kirkwood, MO (c)
Florrisant Valley Campus, St. Louis Community College, St. Louis, MO (c)

Southwest

Oklahoma State University Technical Institute, Oklahoma City, OK (d)
Northeast Campus, Tulsa Junior College, Tulsa, OK (d, c)
Austin Community College, Austin, TX (d, c)
San Antonio College, San Antonio, TX (d, c)
Houston Community College System, Houston, TX (d)

West

De Anza College, Cupertino, CA (p)
Golden West College, Huntington Beach, CA (c)
Orange Coast College, Costa Mesa, CA (p)
San Diego Mesa College, San Diego, CA (d)
Clark College, Vancouver, WA (d)

Two notes to the above list of two-year programs: 1. A detailed description of six of these programs appears in Kelley, Masse, Pearsall, and Sullivan, eds., ACADEMIC PROGRAMS IN TECHNICAL COMMUNICATION, 3rd ed., Washington, DC: Society for Technical Communication, 1985. In this work the three campuses of St. Louis Community College are regarded as one institution and their three programs as one, as reported to The Council for Programs in Technical and Scientific Comunication, in their joint publication of ACADEMIC PROGRAMS. 2. We have not included four of the seven programs listed in C. Gilbert Storms's "Programs in Technical Communication," TECHNICAL COMMUNICATION, 31:13-20, 1984, for these reasons: Kalamazoo Valley Community College, Los Angeles Trade-Technical College, and Waukesha County Technical Institute catalogs do not list programs in technical communication and telephone calls to these institutions confirmed that they do not offer such programs; the University of South Dakota at Springfield no longer exists--since 1979 the facilities have been used for other purposes.

TRANSFERABILITY OF TECHNICAL COMMUNICATION COURSES

One of the concerns in two-year institutions, especially in community colleges and junior colleges, is whether the technical communication courses transfer to four-year institutions. That concern was addressed in the question: Does technical communication at your institution readily transfer to four-year institutions? The summary in Table 8 indicates that overall 72 percent responded positively and 28 percent negatively. Only 497 answers were tallied because some respondents reported that they did not know or that some of their technical communication courses did transfer while others did not or that transferability depended on the particular four-year institution.

Again, the largest variation from the summary occurred among technical institute respondents: 52 percent, yes; 48 percent, no. Further research is required to account for the variation; however, we theorize that since a primary purpose of technical institutes is to provide training for immediate entry into the job market, transferability is not such an issue as it is at community colleges and especially at junior colleges.

Purpose and Transferability of Technical Communication Compared

We wondered if any pattern would emerge that demonstrated a relationship between the reported purpose of the technical communication courses (Table 7) and the reported transferability (Table 8) of those courses. The summary figures (see Table 9) indicate that those respondents who marked service as the purpose of technical communication at their institution also reported more difficulty with transferring the courses than did those who marked requirement for a major in technical communication or elective for an English major.

The group reporting the greatest difficulty with transferability was the technical institute respondents marking service as the purpose of their technical communication course(s). On the other hand, the groups reporting the least difficulty with tranferability were the junior college respondents marking requirement for technical communication major and junior college respondents marking elective for English major.

DEPARTMENT OFFERING TECHNICAL COMMUNICATION

Respondents were asked to indicate which department at their institution offers technical communication. As shown in Table 10, the English department was decidedly mentioned most frequently by all three categories of institutions.

In technical institutes there appears to be a great diversity in the departments that offer technical communication; in some 43 percent of the technical institutes a department other than English--such as the communications department or the vocational-technical division--offers technical communication. This situation raises the questions: Are technical communication courses taught by a department other than English different from those taught through English departments? And if the technical communication courses are different, in what ways are they different? Further study is needed to answer these questions.

TEXTBOOKS

The survey asked respondents to list the textbook(s) used at their institution in technical communication. The complete list of texts shows 84 different titles. With our tally program designed to give numbers of texts mentioned 15 or more times, the program assimilated the data for Table 11. The Pickett/Laster, the Lannon, and the Houp/Pearsall texts were listed by some 35 percent of the survey responses. The Pauley, the Pearsall/Cunningham, and the Blicq texts were mentioned by approximately 9 percent of the responses. About 52 percent of the responses listed a total of 78 other textbooks; these titles included such words as "business," "professional," and "applied," and titles of conventional freshman composition texts and handbooks. Several respondents indicated that they use their own unpublished materials.

The obvious conclusion is that there are numerous types of text materials available for the technical communication teacher and dozens of technical writing textbooks.

MAJOR UNITS OF STUDY

To determine the most typical content of technical communication courses in two-year institutions, we asked respondents to check all listed units usually covered in technical communication courses in their institution. The major units of study, indicating major emphases in the technical communication courses, are listed in Table 12. No great variance occurred among the three categories of institutions.

As was to be expected, the major emphases were on short reports; short papers of process, description, classification, etc.; business correspondence; and job application materials. Of less emphasis were long, formal papers and oral presentations.

INSTITUTIONAL PRIORITY OF TECHNICAL COMMUNICATION

We asked respondents to indicate how high a priority their institution gives technical communication: Very High, Somewhat High, Somewhat Low, Very Low. We were aware that any statistics derived from this question would be particularly slippery and dubiously reliable since we were asking for an opinion based on the respondent's perception of another opinion.

For computer analysis, we assigned numnbers 1 through 4 to correspond to the possible responses, with 1 the highest. As Table 13 reflects, the largest block of responses occurred within the two middle categories: 35.9 percent responding Somewhat High and 42.6 percent responding Somewhat Low.

Also noteworthy is the fact that over half the respondents marked the lower two rankings. The averaged response was 2.67, reflecting an overall priority ranking between Somewhat High and Somewhat Low but tending to be Somewhat Low. Without more data, we can conclude only that a large number of technical communication instructors do not think their institutions place a high priority on technical communication.

Institutional Priority Compared with Other Factors

We compared the responses concerning institutional priority with several other factors per institution: number of technical communication courses, enrollment in technical communication, and number of persons teaching technical communication. We expected to find that the more courses in technical communication taught at an institution, the higher the perceived priority. We found the opposite. As Table 14 reflects in the summary figures, the more courses in technical communication, the lower the perceived priority.

Further, we compared the averaged enrollment in technical communication with the institutional priority. Contrary to our expectation, the larger the enrollment in technical communication, the lower the perceived priority, as reflected in Table 15.

Finally, we compared the averaged number of persons teaching technical communication with the perceived institutional priority. Unexpectedly, we found that generally the more persons involved in teaching technical communication, the lower the perceived priority, as shown in Table 16.

In sum, we can deduce that the more persons involved in technical communication (students, teachers, and numbers of courses), the lower the respondents' perceived institutional priority.

SUMMARY AND CONCLUSIONS

This study of the status of the teaching of technical communication in two-year institutions is based on 896 response questionnaires (74.5 percent return) from the 1202 two-year institutions in the United States. The data are organized according to the type of reporting institution: comprehensive community college, technical institute, or junior college with transfer emphasis.

Among the major findings:

- Eight percent of the total student enrollment at reporting institutions is enrolled in technical communication.
- The averaged number of technical communication courses at each institution is 1.69, and the averaged number of teachers of technical communication at each institution is 2.61.
- Some 80 percent of the institutions have been offering technical communication for 15 or fewer years.
- Seventy-nine percent of the institutions have prerequisites for technical communication in English or in the student's major or in both; 21 percent have no prerequisites.
- Of the reporting institutions, 41 percent permit technical communication to substitute for one or more required writing courses.
- Technical communication is typically a service course for the technical curriculum. However, at least 23 two-year institutions offer an associate degree or a certificate or both in technical communication.
- Credit in technical communication readily transfers to a four-year institution, in 72 percent of the institutions.
- In 81 percent of the institutions, the English Department offers technical communication.
- Although a wide variety of textbooks is used, the most often adopted are the Pickett/Laster, the Lannon, and the Houp/Pearsall texts.
- The major units of study/emphases are short reports; short papers of process, description, classification, etc.; business correspondence; and job application materials.
- The averaged perceived institutional priority of technical communication was 2.67 on a scale of 1 to 4, with 1 as the rating Very High and 4 as the rating Very Low. The priority decreases as: the number of courses increases, the enrollment increases, and the number of persons involved in teaching technical communication increases.

Considering the number of institutions, teachers, and students involved in technical communication, we conclude that technical communication has come of age as a significant part of two-year college curricula. The diversity in course logistics and the wide choice in textbook materials indicate that the term "technical communication" is very broad, encompassing a wide spectrum of courses from pre-college level applied writing to sophisticated programs offering an associate degree in technical communication. The priority aspect is puzzling: Apparently many respondents, especially the ones from institutions with large technical communication enrollments, think that their institution places a low priority on technical communication.

Through this study, we hope we have begun a data base that can serve as a starting point for future research in the status of teaching technical communication in two-year institutions in the United States.

Table 1
Number of Institutions in Survey

Institutions	N
Two-year institutions in U.S.	1202
Institutions: some kind of information received	896 (74.5%)

	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
	N	%	N	%	N	%	N	%
Institutions* in this report	385	68	121	22	59	10	565	100

*Usable surveys from institutions currently offering one or more courses in Technical Communication.

Table 2
College Enrollments and Technical Communication Enrollments

Enrollment	Comprehensive Community College	Technical Institute	Junior College/ Transfer	Summary of all Three
Enrollment (FTE) in 565 2-year colleges	895,006	179,996	66,673	1,141,675
Averaged college enrollment (FTE)	2,325	1,488	1,130	2,020
Enrollment in Tech Communication courses	54,288	33,243	4,271	91,795
Averaged enrollment of students in Tech Communication per college	141	275	72	162
Tech Communication Enrollment as a % of FTE college enrollment	6.1%	18.4%	6.4%	8.0%

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Table 3

Averaged Number of Technical Communication Courses and of Teachers of Technical Communication Per Institution

Courses, Teachers	Comprehensive Community College	Technical Institute	Junior College/ Transfer	Summary of all Three
Averaged number of Tech Communication courses per institution	1.68	2.02	1.12	1.69
Averaged number of teachers of Tech Communication per institution	2.36	3.91	1.53	2.61

Table 4

Number of Years Technical Communication Offered

Number of Years Technical Communication Offered	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
	N	%	N	%	N	%	N	%
1 - 5 years	101	28.2	14	13.5	23	39.6	138	26.5
6 - 10 years	95	26.5	29	27.9	19	32.7	143	27.5
11 - 15 years	86	24.0	38	36.5	12	20.7	136	26.2
16 - 20 years	66	18.5	17	16.3	2	3.5	85	16.3
21 + years	10	2.8	6	5.8	2	3.5	18	3.5
TOTALS	358	100	104	100	58	100	520	100

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Table 5

Prerequisites for Technical Communication

Prerequisite	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
	N	%	N	%	N	%	N	%
No prerequisite	87	21	28	21	16	24	131	21
English prerequisites	296	73	89	66	44	69	429	71
Prerequisites in student's major	26	6	17	13	4	7	47	8
Total	409	100	134	100	64	100	607*	100

Number of colleges = 565

*Both English prerequisites and prerequisites in the student's major were required in 42 (607-565=42) institutions.

Table 6

Technical Communication as a Substitution for One or More Required Courses

Response	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
	N	%	N	%	N	%	N	%
Yes, Technical Communication will substitute	176	47	26	22	25	43	227	41
No, Technical Communication will not substitute	199	53	89	78	33	57	321	59
Total	375	100	115	100	58	100	548	100

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Table 7

Purpose of Technical Communication Course(s)

Purpose	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
	N	%	N	%	N	%	N	%
Service for Tech Curriculum	363	74	112	89.6	54	74	529	76.9
Requirement for major in Tech Communication	42	8.6	10	8	5	6.8	57	8.3
Elective for English major	85	17.4	3	2.4	14	19.2	102	14.8
Total	490	100	125	100	73	100	688	100

Number of colleges = 565

Because of rounding, some total percentages may vary 0.1%.

The course(s) may serve more than one purpose.

Table 8

Transferability of Technical Communication Courses to Four-Year Institutions

Transferability	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
	N	%	N	%	N	%	N	%
Yes, credit in Tech Communication readily transfers	267	74	51	52	40	80	358	72
No, credit in Tech Communication does not readily transfer	92	26	47	48	11	20	150	28
Total	359	100	98	100	51	100	597	100

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Table 9

Purpose of Technical Communication Courses as Compared to Transferability to Four-Year Institutions

Purpose	Transfer-ability	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
		N	%	N	%	N	%	N	%
Service for Technical Curriculum	Yes	256	75.7	48	52.7	36	75	340	71.3
	No	82	24.3	43	47.3	12	25	137	28.7
Requirement for major in Tech Communi-cation	Yes	33	82.5	4	52.2	4	100	40	80
	No	7	17.5	3	42.8	0	0	10	20
Elective for English major	Yes	68	86	3	100	10	90	81	87
	No	11	14	0	0	1	10	12	13

Number of colleges = 565

Because of rounding, some total percentages may vary 0.1%.

Some respondents marked more than one purpose; thus, the responses totalled 620 rather than 565.

Table 10

Department Offering Technical Communication

Department	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
	N	%	N	%	N	%	N	%
English Department	337	87.5	69	57.0	50	87.7	456	81
Vo-Tech Division	20	5.3	9	7.5	4	7.0	33	6
Communications	16	4.1	22	18.0	0	0	38	7
Other*	12	3.1	21	17.5	3	5.3	36	6
Total	385	100	121	100	57	100	563	100

Number of colleges = 563

Because of rounding, some total percentages may vary as much as 0.1%.

*General Studies, Humanities, and the like were typical "Others."

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Table 11

Textbooks Used in Technical Communication

Author, Title	Comprehensive Community College	Technical Institute	Junior College/ Transfer	Summary of all Three	
	N	N	N	N	%
Pickett/ Laster Technical English	14	53	11	78	13.5
Lannon Technical Writing	6	57	4	67	11.6
Heap/ Pearsall Reporting Technical Information	16	35	9	60	10.4
Pauley Technical Report Writing Today	9	17	2	28	4.8
Pearsall/Cunningham How to Write for the World of Work	2	22	0	24	4.1
Blicq Technically Write!	6	17	0	23	4.0
Others	86	184	29	299	51.6
Total				579	100.0

Only the above textbooks were listed a total of 15 or more times.
Total titles of textbooks = 34

Table 12

Major Units of Study/Major Emphases

Units of Study/ Emphases	Comprehensive Community College (385 colleges)		Technical Institute (121)		Junior College/ Transfer (59)		Summary of all Three (565)	
	N	%	N	%	N	%	N	%
Short Reports	347	90.1	101	83.5	52	88.1	500	88.5
Short papers of process, description, classification, etc.	317	82.3	103	85.1	45	76.3	465	82.3
Business correspondence	292	75.8	90	74.4	44	74.6	426	75.4
Job applications	253	65.7	87	71.9	40	67.8	380	67.2
Graphics & Visuals	228	59.2	78	64.5	28	47.6	334	59.1
Grammar & Mechanics	215	55.8	70	57.9	28	47.6	313	55.3
Long formal papers	207	53.8	61	50.4	24	40.7	292	51.7
Oral Presentations	168	43.6	66	54.5	26	44.1	260	46.0

Respondents could mark all applicable items.

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Table 13

Institutional Priority with Regard to Technical Communication

Priority	Comprehensive Community College		Technical Institute		Junior College/ Transfer		Summary of all Three	
	N	%	N	%	N	%	N	%
Very high (1)	27	7.1	6	5.0	4	7.1	37	6.7
Somewhat high (2)	140	37.1	35	28.9	23	41.1	198	35.7
Somewhat low (3)	166	43.9	47	38.3	24	42.9	237	42.6
Very low (4)	45	11.9	33	27.3	5	8.9	83	15.0
TOTAL	378	100	121	100	56	100	555	100
Average on scale of 1-4 with 1 the highest		2.61		2.88		2.53		2.66

Because of rounding, some total percentages may vary 0.1%.

Table 14

Averaged Number of Courses in Technical Communication as Compared to Institutional Priority

Institutional Priority	AVERAGED NUMBER OF COURSES			
	Comprehensive Community College	Technical Institute	Junior College/ Transfer	Summary of all Three
Very high	1.08	1.50	0.75*	1.09
Somewhat high	1.50	1.31	1.09	1.42
Somewhat low	1.56	2.11	1.27	1.64
Very low	3.00	2.70	1.00	2.75

*Several survey respondents did not answer all the questions in a quantitative manner, as requested. Four respondents answered quantitatively the question concerning institutional priority by indicating a rating of Very high; but only three of these respondents answered the question concerning number of courses, in a quantitative manner; 3 ÷ 4 = .75.

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Table 15

Averaged Enrollment in Technical Communication Courses as Compared to Institutional Priority

Institutional Priority	AVERAGED ENROLLMENT			
	Comprehensive Community College	Technical Institute	Junior College/ Transfer	Summary of all Three
Very high	31.5	42.3	11.3	30.4
Somewhat high	118.3	117.7	88.7	114.6
Somewhat low	135.7	381.5	59.6	177.9
Very low	329.0	329.5	117.0	316.1

Table 16

Averaged Number of Persons Teaching Technical Communication as Compared to Institutional Priority

Institutional Priority	AVERAGED NUMBER OF TEACHERS			
	Comprehensive Community College	Technical Institute	Junior College/ Transfer	Summary of all Three
Very high	1.04	3.25	0.50*	1.24
Somewhat high	2.09	3.66	1.43	2.30
Somewhat low	2.57	4.15	1.68	2.80
Very low	3.40	3.91	2.00	3.52

*Several survey respondents did not answer all the questions in a quantitative manner, as requested. Four respondents answered quantitatively the question concerning institutional priority by indicating a rating of Very high; but only two of these respondents answered the question concerning number of courses, in a quantitative manner; 2 ÷ 4 = .50.

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